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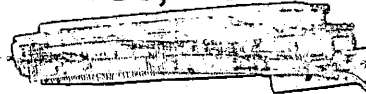
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# **Sports Leaders, Values and Identity: The Tutor Training Process**

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## **Abstract**

The world of sport, from the elite to the community level, relies on the recruitment of volunteers. With recent research showing the number of young volunteers declining, the role of organisations that promote youth volunteering, such as Sports Leaders UK, will prove crucial in the long term sustainability of sport in the UK. However there is a lack of research directed at how those who teach these courses are taught themselves during the tutor training process. Research into the lifelong learning realm has identified problems associated with this kind of learning, most notably that of studentship. This project aims to explore the tutor training process of Sports Leaders UK in order to determine whether their values are being taught and understood, or whether studentship is prevalent. An autoethnographic approach was adopted, which involved participating in tutor training courses, interviewing other attendees and the tutor trainers, and conducting a discourse analysis of the materials involved. The results are presented in the form of a first person narrative account and reflect my experiences of the tutor training process. The findings indicate that there is a lack of studentship on the courses due to the agency afforded to candidates and the adaptation of the courses to appeal to the audiences' identity.

## **Acknowledgements**

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## Chapter 1: Aims

In the sports sector the role of the volunteer should not be underestimated. In order for sports clubs, governing bodies and competitions to function, volunteers are depended upon to provide crucial support and take on responsibilities in roles such as administrative, organisational and coaching capacities (Cuskelly *et al*, 2006; Eley & Kirk, 2002; Kim *et al*, 2010). Therefore the objective of successfully recruiting and retaining volunteers is an important one for many sports organisations (Kim *et al*, 2007; Wymer & Starnes, 2001), particularly in a time of economic recession, high unemployment and government body cost cutting that we find ourselves in. The demand for volunteering has risen as a result of this, and due to other factors such as the upcoming London 2012 Olympics. For example, the UK government hopes that volunteers from sports clubs will assist in recruiting an extra 1 million sport participants by 2012-13 in line with the London 2012 Olympic legacy it has proposed (Harris *et al*, 2009).

Research suggests that the average age of volunteers is increasing however, with voluntary sports clubs facing difficulties in finding and maintaining new, young sports volunteers (Nichols *et al*, 2004; Taylor *et al*, 2003). The *National Survey of Volunteering and Charitable Giving* (Low *et al*, 2007) reported that the proportion of volunteers was highest amongst the age brackets of 34-44 and 55-64. Kay and Bradbury (2009) also reported that the number of young people volunteering aged 16-24 has declined from 55% in 1991 to 40% in 2001, citing the move from youth to adulthood as the most prevalent time when a decline in formal volunteering occurs. This means that the role of organisations that encourage youth sport volunteering will prove crucial in the long term (Taylor *et al*, 2003).

One such organisation is Sports Leaders UK, a charity that provides a number of nationally recognised qualifications designed to develop individuals' organisational, teamwork, and communication skills, enabling successful candidates to promote themselves as 'sports leaders' (Sports Leaders UK, 2010). Whilst there is research looking at the effect of Sports Leaders UK on the people who participate in their qualifications (Deane *et al*, 2010) and from similar youth sport volunteer ventures (Eley & Kirk, 2002; Kay & Bradbury, 2009; Pike & Beames, 2007) no study has explored the process of how those who teach these programmes are themselves developed, i.e. the tutor training process. It is thought

that this will have a significant influence on the overall impact of Sports Leaders UK courses, as the values, knowledge and practices taught during the tutor training process will be filtered through the tutor's own value system and identity before being taught to participants on the various Sports Leaders UK courses, much like in coach education and teacher training (Chesterfield *et al*, 2010; Schempp & Graber, 1992). Therefore the aim of the current study is to explore the tutor training process of Sports Leaders UK to evaluate what values they wish to teach to the tutors, what methods are used to teach these, and how effective the courses are in allowing the potential tutors to accept, accommodate and/or reject these values. This will not only provide Sports Leaders UK feedback regarding their tutor training process, but will also provide further insight into the challenges faced by lifelong learning from a different perspective from that of teacher training or coach education.



## **Chapter 2: Literature Review**

### **2.1 More than an empty vessel: the tutor training process and lifelong learning**

Tutor training courses are one branch of the career development programmes that comes under the lifelong learning sector, which also includes teacher training, career advisor classes and coach education certification. The discourse of lifelong learning came to replace that of 'adult education' and 'continuing education' in the late 1980s due to a radical rethink of how mature learning should be integrated into the learner's life (Rogers, 2002). Rather than being viewed as a formalised process that is a separate entity of their life for the purpose of preparing them for a certain career, it was instead argued that education and training should be infused with a learner's life, and should impact upon not just their professional development but also their personal development (Jarvis, 2001). The emphasis has moved away from the institutionalised education provider towards the individual learner being given more control over their education in order to encourage 'lifeworld learning' (Rogers, 2002, p.4). In effect, there is more importance placed upon personal growth and on enabling the individual to synthesise the messages taught to them with their own identity (Clayton *et al*, 2007; Jarvis, 2001).

Despite this, lifelong learning has been criticised as not providing the individual with the agency that it claims to afford, and instead is merely a regulated form of adult education under a different guise (Ahl, 2006; Crowther, 2004). The notion of the 'responsible learner' (Avis, 2000, p.196), which is encouraged by lifelong learning, urges the individual to adhere to a number of 'moral regulations' which will enable them to progress in their studies and allow them to achieve their goal of personal and professional development. This appears to be just as standardised as the previous forms of adult and continuing education (Coffield, 1999; Martin, 2003). However, this argument has been countered by those who view lifelong learning as an amalgamation of both individual agency and social structure (also known as 'analytical dualism' [Archer, 1982]), which enables the learner to choose their own path within the confines of the social construct, rather than viewing agency and social structure as a hierarchical relationship (Bourdieu, 2005; Warren & Webb, 2007). In this regard then, it is proposed that lifelong learning can not just change a person's skills or attitude, it can change their identity (Brooks & Everett,

2008). For example, the Sports Leaders UK tutor training will not just offer skills and practical tips, it will be about providing people with the opportunity to *become* Sports Leaders tutors.

The extent to which lifelong learning appeals to an individual's identity may depend on the teaching style of the tutor. This can take a variety of forms, drawing upon tenets of learner-based, context-based, knowledge-based or process-based theories (for an overview see Rogers, 2002). Conceptual frameworks and metaphors have also been put forward, such as the behaviourist view of learners being empty vessels waiting to be filled up with knowledge, although this particular view has been widely discredited in the educational field (e.g. Fox, 2001). Social constructionist works such as Erving Goffman's *Asylums* (1961) and Michel Foucault's *Discipline and Punish* (1979) can be reinterpreted in an educational context and applied to accounts of how learning can occur in an institutionalised setting, through the process of surveillance and the buildings themselves contributing to the learning environment. However theories such as these rely on regulation as opposed to active participation from the individual. The educational and lifelong learning literature tends to place greater emphasis on individual agency, with constructivist-based studies being one way of exploring this (Kivinen & Ristela, 2003). Whilst constructivism includes many versions of itself, the main principles remain the same; that nothing is determined by the fixed nature of things and that people could be active in their own construction of the truth including, therefore, their learning (Hacking, 1999; Phillips, 1995).

Whilst there is considerable debate surrounding the virtues of constructivism in education and lifelong learning, there are examples that show individual agency is present not just in a positive sense, but also in a negative sense with individuals choosing not to learn during their education course at all. One such example is that of 'studentship' (Graber, 1991). Studentship is a process that a learner may adopt in order to progress through their course or education with maximum ease and minimum discomfort and effort. Behaviours such as short cutting, image-presentation, colluding and 'psyching out' are used in order to meet expectations, pass exams and training courses, and achieve certification. Once the desired qualification has been attained, the individual then disregards most or all of what has been taught to them in the education process in favour of their prior beliefs and methods. Previous studies have suggested that studentship is prevalent in

both teacher training (Anderson, 1997; Doolittle *et al*, 1993; Graber, 1991; Matanin & Collier, 2003) and coach education settings (Chesterfield *et al*, 2010; Cushion *et al*, 2003; Jones *et al*, 2004). This suggests that studentship is a persistent scourge of the lifelong learning environment.

Reasons for these behaviours have been attributed to the learner's previous and present experiences, both in the specific field and in their wider life. Adult learners often enter the education environment with well formed views about knowledge, practice and methods. These beliefs then act as a filter through which new material must pass through and is judged for its worthiness, leading to the individual either accepting or rejecting the information. This 'dialectic of socialisation' (Schempp & Graber, 1992) suggests that more informal educational settings can often influence individual's beliefs more as what they are being taught is rooted in an applied context that the person can directly relate to their practice. This opposes the prescribed, indoctrinating environment often associated with formal learning (Nelson *et al*, 2006). In effect, the information being taught must appeal to the learner's professional identity for it to have a long lasting impact on their beliefs (Sugrue, 1997; Kelchtermans, 2005).

The literature tends to assume that an individual's professional and personal identities are distinctive separate entities, whereas this may not be the case. For example early career sport psychologists, and others in helping professions, are encouraged to clarify their professional philosophy through their personal philosophy, as this will encourage their practice to be congruent (Poczwardowski *et al*, 2004). The lifelong learning literature also appears to focus mainly on teacher training and increasingly so on coach education, as opposed to other aspects of lifelong learning. This denies us the opportunity to see if behaviours such as studentship occur in all aspects of lifelong learning and adult education, which if it did would render it a serious problem that would need addressing. Other forms of lifelong learning may well provide answers to issues that occur in teacher training and coach education, such as what are the best approaches for engaging the individual and how to make the educational material leave a lasting impression on the learners.

## 2.2 Where should I stand? Theoretical critique

As I have taken the step of criticising previous studies' approaches to identity, I will outline the theoretical perspectives that shape my study and data analysis. The basis is provided by the work of Erving Goffman, in particular his seminal work *The Presentation of Self in Everyday Life* (1959). Goffman's notion of identity centred on social interaction on a micro-scale, i.e. how individuals presented themselves in relation to others. He deploys a dramaturgical perspective which likens social interaction to a theatrical performance. Whilst 'on-stage', individuals seek to present a certain impression of themselves to their audience. This is usually achieved through conforming to standardised definitions and unspoken rules surrounding the particular situation that they find themselves in, and thus adopting a certain role. Subsequently, when an individual encounters a different social situation they are required (or believe they are required) to assume a different role. The specific social context defines what role individuals adopt in order to avoid embarrassment or 'save face', as well as influence what impressions they 'give off' and wish their audience to see. As in the theatre, the individual's self (or internalised world) can be divided into a 'front stage', which is when the individual is performing, and 'back stage', how the individual acts once there is no audience.

These key tenets will be useful in my exploration of Sports Leaders' tutor training as the behaviours that I observe may be situation specific and perhaps be dictated by the tutor training context, meaning that once away from this context the participants may act, and even teach, in a different manner. In other words I may well only see their 'front stage' persona. From a more ontological perspective, this view of identity appeals to me as it focuses on the micro-level of individual identity. Previous studies regarding teacher training and coach education have also adopted Goffman's perspective of identity (e.g. Chesterfield *et al*, 2010; Cossentino, 2004; Hendry, 1975; McNamara *et al*, 2002), although there is limited use in other areas of lifelong learning.

Criticism of Goffman's work however stems from the theoretical tradition in which he is most commonly associated with, that of symbolic interactionism. A particularly pertinent criticism of Goffman suggests that his approach offers limited scope for social action and agency. Although he does discuss role negotiation, he does not appear to accept that individuals are able to change their own environment (Gouldner, 1971). In other words, if one is merely conforming to

predetermined roles and is performing a previous role in order to satisfy one's 'audience', how does one go about generating change, either amongst themselves or in society? If this view is held then when someone on the training course wants to become a tutor, they will feel as though they have to subscribe to the commonly perceived role of the Sports Leader tutor as defined by their audience i.e. those who are already Sports Leader tutors.

This is not to say that there is no room for agency though, as change can be facilitated through a 'feedback effect' (Hacking, 2004). However this raises more questions surrounding the idea that new identities require self validation, which ostensibly comes through social interaction and a self-adjusting feedback loop (Bandura, 2001). This means that in order for a new identity to become validated, it is required to be tested out and adjusted in social situations, so as to ensure that it conforms to social norms (Burke, 1991). This again suggests that personal agency may have a role to play, but that role is being dictated by the reaction of others. The term 'self' validation appears to be used loosely here, as the 'self' is being socially constructed by others' perceptions of it. This approach therefore seems to lose the personal investment that is involved with identity construction, somewhat ignoring the personal journey and experience associated with an individual's identity.

This leads to further criticism of Goffman's work, in that it appears to be very rigid and ascribes to the view of definable roles (Buckingham, 2008). This is a view that was criticised earlier whilst discussing previous literature on lifelong learning, as it tends to align with the symbolic interactionist notion of 'role theory', which separates a person's personal identity from their social, with the social identity being context specific and the personal identity being consistent (Oysermann, 2001). This suggests that a person is able to switch easily between roles and deduce which role is necessary for each social situation. This is too cut and dried, and empirical studies would benefit from adopting the view of a 'fluid identity' (Giddens, 1991). Real life is messy and is rarely easy to interpret, with many social situations and identities impinging and interacting with each other. Being able to determine what is required should not be about deciding what 'role' is required, but should instead be a continuous process of self-reflection in order to build up a biographical 'narrative' (Giddens, 1991). Whilst discussing the notion of gender identity, Butler (1988) describes this through the dramaturgical metaphor once

more, in that "...much as a script survives the particular actors who make use of it, (it) requires individual actors in order to be actualized and reproduced as reality once again" (p.526). Perhaps then it is better to perceive identity as a fluid entity that can flow in every direction.

### **2.3 For the record: my epistemology**

Although Goffman's work may provide a solid foundation to my framework, there is too much doubt surrounding the epistemological nature of his work for it to provide full support for my theoretical view too. This type of position is common in social science, as Wrong (1961) observed, as adherence to one overarching theory regarding society can lead to social determinism. Instead then I draw upon alternative theories in order to accommodate fluidity and agency, namely that of existential-phenomenology. Various studies in the past have explored the influence of both existentialism (Chriss, 1993; Lofland, 1980; Williams, 1986) and phenomenology (Ostrow, 1996; West, 1996) upon Goffman and what his work shares with these approaches. Goffman did not adopt an existential-phenomenological approach, but there are elements there that enable researchers to draw upon these approaches whilst utilising his work.

This approach is particularly useful for the small scale study of the tutor training process found in this paper, as rather than focusing on the external construction and regulation of the self (as symbolic interactionism does), it focuses more on the internal experience and individual meanings of identity. It does not completely eschew the fundamental principles of symbolic interactionism, in that the individual cannot be viewed as separated from their world that they live in, as it makes up who they are (Valle *et al*, 1989). However existential-phenomenology is not as concerned with symbols and interpretations, but more so with the individual's own experience and their personal account. This facilitates a focus on the individual's account of the tutor training process without having to employ interpretation on the individual's own experience of the tutor training process. This provides a greater insight into how effective the training is and what affects the individual both positively and negatively. In terms of identity, this allows for a much more fluid and flexible view of a person's identity that is not restricted by systems or structures, but only by the self.

## **2.4 Research questions**

Following the review of literature it is possible to identify gaps in the lifelong learning literature that my study will attempt to fill, at least partially. The research questions that will guide the study are:

- How far does the tutor training process create opportunities for participants to adopt new identities?
- To what extent does the tutor training process achieve the aims of Sports Leaders UK?
- What identities are made possible by the tutor training process through points of connection with Sports Leaders' core values?

## **Chapter 3: Methods of Data Collection**

### **3.1 Research design**

My research questions are concerned with attempting to understand individuals' perceptions, experiences and personal insights surrounding the tutor training programmes that they have undertaken and gaining access to their personal realities (Bell, 2005). My proposed theoretical approach suggests the congruence and effectiveness of a qualitative research design for this study. Qualitative research design requires an ongoing reflexive process from the researcher, as opposed to a deterministic set of rules in order to carry out research (Hammersley & Atkinson, 2007). In this manner then I shall state the approach that I plan to use which resulted from reflecting on the qualitative methods that have been used in previous studies that investigated lifelong learning. The exploration of these methods and the assessment of their potential for answering my research questions are also included.

### **3.2 My research methodology**

The approach adopted for this study is an autoethnography that is supplemented by more mainstream ethnographic approaches. The autoethnographic element of the study is informed by many of the techniques outlined in Wall (2006), who provides a succinct overview of the many different ways various researchers have utilised autoethnography. Due to its postmodernist nature there are no concrete set of techniques that have been outlined as to how to undergo an autoethnography, rather there are only recommendations and guidance as to how one goes about using an autoethnographic method, with the interpretation of these being left at the behest of the individual researcher (Ellis & Bochner, 2000). Indeed Ellis (2004) describes autoethnography as being sent "into the woods without a compass", and that researchers should take time to "wander around a bit and [get] the lay of the land" (p.120). Autoethnography is a highly personalised, individual experience that requires the researcher to immerse themselves in their research environment in order to provide a detailed reflexive account of their experiences. Thus in my study I originally planned to attend four entry level (Level 1 and 2) Sports Leaders tutor training courses myself, although two of these were cancelled or postponed at short notice. A personal, reflexive, descriptive narrative of my experiences is provided to display the results, which is interwoven with theoretical concepts, similar to the work of Sparkes (1996, 2000). During the tutor training



courses I intended to take notes and reminders on what was happening, before writing up a reflexive account soon after the course. Once all the courses had been attended, the data are analysed through introspection, immersion and incubation, which essentially involves reading and re-reading the data, until themes and meanings begin to emerge in a similar manner to that of grounded theory (Moustakas, 1990).

Autoethnographies are not however just studies of the self, but are also a study of a certain culture and environment (Richardson, 2000a). In order to ensure that my narrative account does not just focus on my own experiences but also provides an account of the experience of others that will allow for broader understanding of the social phenomena, I interviewed others who attend the same tutor training courses. The participants were made aware of my presence both prior to and during the course, meaning that recruitment was from an opportunity sample. This provided me with the advantage of being viewed as more of an 'insider', as I had attended the course alongside them and so was able to build greater rapport with the interview participants. However being open about my role as a researcher could also have led me to being viewed as an 'outsider' at the same time, which may have hindered rapport building with the other candidates, although it did allow me to ask questions that an 'insider' would take for granted. I also interviewed the tutor trainers so as to establish what they wanted to teach and why they taught in the way that they did, which is a direct response to my second research question. This is also addressed by discourse analysis being conducted on the tutor training material that is handed out to the delegates prior to attending the course (candidate documents), in order to gain a feel for the values and messages that Sports Leaders were attempting to promote. All of these voices are included in my narrative account, as "autoethnographic stories should include other characters and attempt to reach beyond the self of the writer" (Ellis & Bochner, 2006, p.437). The data were analysed in the same style as my reflexive accounts and incorporated into the final narrative piece alongside the theoretical content.

The literature shows that there are numerous ways in which lifelong learning can be investigated, with the choice of methods depending on the nature of the study. With regards to the present research proposal, the focus on the individual's experience negates the need for mass collection of superficial opinions that a

questionnaire or survey would provide. Additionally the emphasis on identity formation and how the tutor training appeals to an individual's identity results in a highly individualistic, reflective approach being required. However a critical discussion of the common methods used in the lifelong learning literature enables me to critically examine what appears to work well, and what does not.

### **3.3 Review of methods used in the lifelong learning literature**

Although questionnaires are a popular method of choice in the lifelong learning literature due to their fast and easy distribution amongst a large cohort of participants, they were not chosen for my study as it did not align with my research aims. Indeed de la Harpe and Radloff (2000) suggested that questionnaires can be used as a continuous source of data for those investigating lifelong learning, as they can easily be integrated into students' studies which will encourage adherence. A number of studies (e.g. Evans & Fan, 2002; Gorard *et al*, 1999; Shin *et al*, 1993) have utilised questionnaires to identify characteristics, problems, norms and learning styles in the lifelong learning literature. However the aim of my research is not to identify patterns or explore relationships in the manner that questionnaires enable researchers to do, such as in the studies mentioned. My study places more emphasis on exploring, describing, and gaining insight into the lifelong learning environment that tutor training takes place in, meaning therefore that the use of questionnaires would be inappropriate.

Open ended interviews are one of the most dominant tools not just in the lifelong learning literature, but of qualitative methodologies as a whole. This is because they are seen to fundamentally reject the positivistic notion of individuals being a stimulus-response mechanism, and instead provides a medium that allows research participants to discuss their thoughts with the researcher about the subject at hand. As the name suggests, it provides an inter-change of views (Kvale, 1996). Many previous studies into lifelong learning have used interviews in their data collection to investigate a multitude of phenomena, such as motivations (Lans *et al*, 2004), compulsions (Tight, 1998), and mental health implications (Hammond, 2004) to name but a few. However none of these studies recognised the limitations that come with interviews, in that it is debatable as to whether they tell us anything outside of the interview context itself. The validity of the responses given during interviews has been called into question, most notably from the 'radical critique of interviews' (Murphy *et al*, 1998). This suggests that due to the

interview setting being a highly specific and artificial context that is produced by the researcher it does not represent reality, as it is laden with situational bias and, in the same vein as Goffman, the participant's account of the truth that they wish to present the interviewer with (Deutscher, 1973; Dingwall, 1997). Whilst it is perhaps wrong to suggest that interviews are wholly invalid, as all research settings are somewhat artificial due to the presence of a researcher or recording equipment in some sense, the arguments in the radical critique highlight the problems associated with an over-reliance on interview data that is not triangulated with other sources of data. It is for this reason that I have triangulated my data, with sources coming from interviews, documents and observations.

Ethnography has not been utilised as often as other qualitative methods in the lifelong learning literature, despite the claims of several researchers (Engestrom, 2004; Fischer, 1999; Jiusto & DiBiasio, 2006). However in the areas of nursing and teacher training ethnography has provided a significant contribution to research in an attempt to distinguish the link between lifelong learning, education and practice (e.g. Copland, 2010; Douglas, 2011; Frankford *et al*, 2000; Hunter *et al*, 2008). This shows the benefit of using such an approach, as it enables the researcher to view first hand the actions and behaviours of the participants, rather than relying on the participants' account of the phenomena being researched, which is subject to the participants' memory, interpretation and social desirability (Silverman, 1997). Despite this ethnography often requires the researcher to become disengaged with the research field during the writing-up phase, which often loses the sense of engagement that the author had with their research field (Ellis & Bochner, 2006). Staying congruent with my theoretical view, I believe that the experience of the individuals involved throughout the research process, both the researcher and participants', is crucial. Pink (2007) argues that by sharing a sensory experience with the participants the researcher can more fully understand their perspectives and experiences of the research setting. Therefore a method that accommodates for my own feelings, reflections and interpretations that compliments those of other participants would align more with my research questions and theoretical perspective.

One such method is autoethnography. Often used as an umbrella term, autoethnography encapsulates elements of narrative and reflexive accounts, autobiographies, personal stories and heuristic inquiry (Ellis & Bochner, 2000).

Indeed the name itself provides an indication as to what it involves, as it is the relationship between personal experience (*auto*), cultural experience (*ethno*), and the analysis of the two (*graphy*) (Holman Jones, 2005). Understanding and illumination can be sought of particular social phenomena by allowing the researcher to visit the cultural setting themselves and drawing upon a personalised account of their own experience (Pelias, 2003; Sparkes, 2000). Whilst some researchers have criticised autoethnography for being a self indulgent process written by those who refuse to go into the research field and wish to minimise the voices of those that they research (Atkinson, 2007; Delamont, 2009), these accusations may be seen as short-sighted and apply only to a small number of autoethnographic studies. By providing a unique, subjective and evocative account of the research field an autoethnographic researcher can show their audience a world that they can relate to, empathise with and ultimately understand in a different manner (Wall, 2006). The lifelong learning literature has shown that this can be achieved, with a number of studies providing a first-hand account of what it is like to participate in lifelong learning journeys, particularly in teacher training and development (Attard & Armour, 2005; Danaher *et al*, 2006).

### **3.4 Ethical considerations**

The British Educational Research Association (BERA) ethical guidelines (2004) were chosen as the ethical and legal guidelines to follow as they were deemed the most appropriate to the nature of the research study. The association sets out their guidelines under the headings of responsibilities to participants, responsibilities to sponsors of research, and responsibilities to the community of educational researchers.

The responsibilities to the participants refers to voluntary informed consent, deception, right to withdraw, working with children, vulnerable young people and vulnerable adults, incentives, detriment arising from participation, privacy and disclosure. All of these were taken into consideration when completing the ethics proforma that is required by all researchers at The Open University. Dr. Duncan Banks provided confirmation that my proposed study was approved by The Open University ethics committee before data collection proceeded (#935, appendix C). This proforma ensured that my participant information and informed consent forms were worded carefully and accurately, that my data collection techniques would not cause any harm to participants, that participants were able to withdraw at any

stage during the research process and their data would be destroyed upon request, that all data would be kept confidential by the researcher and would only be seen by those involved in the study (i.e. me as the researcher and my supervisors), that pseudonyms would be assigned immediately and no repercussions would arise out of their participation in the study. In addition, I was always upfront about my position as a researcher when attending the courses so as to ensure no deception to the participants occurred.

The responsibility to the sponsors of research regards my association with Sports Leaders, who are co-funding this research project along with The Open University. It is my responsibility to ensure that I do not agree to any actions that contravene the ethical guidelines and that I maintain integrity by reporting honest findings from my research that does not misrepresent Sports Leaders or have an ulterior agenda.

The responsibilities to the community of educational researchers relates to my personal commitment as a researcher to uphold the principles and reputation of the research community and to provide the highest standard of research possible. This includes ensuring that I use valid methods, do not distort any findings for my own personal gain, do not undertake any work that I am not competent to do, and do not exploit any conditions of work or roles of associated staff.

## **Chapter 4: Data Collection and Analysis**

### **4.1 The data collection experience**

Whilst the methodology section in the previous chapter outlined how I planned to undertake my research, the reality of the data collection was somewhat different from the proposal, as is often the case in the world of research. I have described it in the sub-title as an 'experience', as the journey that I encountered whilst gathering data has provided me with much useful information that impacts both this study and my development as an academic researcher. In order to continue my development and learn from these experiences it is necessary for me to reflect on them, assess the strengths and weaknesses of my approach and discuss the problems that I encountered.

As outlined in the previous chapter, the plan was to attend four Sports Leaders tutor training courses in a variety of places. However due to various issues with the venues and host bookings, Sports Leaders UK had to cancel or postpone two of the courses at short notice. Due to the limited time scale of the MRes I was only able to attend two courses overall. Even though these still provided me with ample data, the lack of additional information somewhat restricted the opportunity to compare and contrast the courses as a whole and to generalise any findings. However it was hoped that my interviews with the tutor trainers would make up for this by providing the views and insights of those who run around fifty such courses during a year. This not only emphasised the point to me that being flexible when collecting data is a necessity, but also that being adaptable with the data that I have already collected can be valuable in such situations. It was crucial that I made the most use out of what data I gained, and also served as a reminder that I need to be organised when scheduling data collection, as although it did not impact severely on this study in future it could prove to be critical.

For the observations that provided the basis of the study I attended two Sports Leaders tutor training courses in different locations. The first course was a community Sports Leaders tutor training course, whereas the second course was a national Sports Leaders tutor training course. Whilst the content of both courses was almost identical, as both were designed to teach delegates about the Level 1 and 2 Sports Leaders award, the teaching styles and aims were different due to the audience. The first course was targeted at youth workers, who consisted of a

mixture of ethnicities and genders but were predominantly young and working class on the course that I attended, whereas the second course was aimed more at P.E. teachers, who were predominantly middle aged, white males from a mixture of working and middle class backgrounds on the course that I attended. Throughout the courses I tried to recruit participants to interview for the study. I spoke with the various people on the courses throughout the day and asked those that I built some rapport with if they would like to participate in my study.

This made the sampling procedure very informal and opportunistic, which had both pros and cons to it. I felt that people were more likely to respond positively to my request to participate when asked face to face, as opposed to a more distanced approach such as a recruitment email. When talking to the delegates most did seem to react positively to my research. During the interviews themselves, which were conducted via telephone due to the distances involved, I also noticed that the rapport that had been built during the course had been maintained for the interview. This was perhaps due to the ethnographic element of the study and me being viewed as an 'insider' from the course. However the cons to the approach were that it relied on me being able to 'sell' my study to a large group of individuals who were perhaps not interested, as was the case with the community tutor training day. Despite talking to several people throughout the day no-one appeared interested in the research, resulting in me not getting any contact details from anyone on that course. This sampling method also relies on people sustaining an interest in the research. The 7 people whose details I acquired from the national date were sent an email by me the next day (appendix D), including a participant information sheet (appendix A) and informed consent form (appendix B), as well as a request for when they were free to be interviewed. I was only able to arrange an interview with 2 people as the others did not respond to subsequent emails or phone calls. Upon reflection of this approach, perhaps a more formalised sampling method that utilised the resources available from Sports Leaders would have led to more respondents, for example sending out an email to the delegates prior to the start of the course making them aware that I would be there and looking for participants. Although this resulted in less data than anticipated, as this information is only supplementing, rather than crucial to, the self narrative element of the study, I believe it to be sufficient.

The interviews with the tutor trainers took place soon after their respective tutor training courses had taken place. One of the interviews was done face to face, whereas the other was done over the phone due to their work schedule. These interviews allowed me to gain an insight into the motivations and aims of not just the tutor trainers but also their employer, Sports Leaders UK. Alongside the discourse analysis of the Sports Leaders UK materials distributed to candidates who attend the course, this data provides me with the viewpoint of those who run the courses, what they were attempting to do and their experiences. The discourse analysis consisted of 7 different candidate documents which, along with the other interview data from the delegates, provided the context, shape and broader cultural (or 'ethno') aspects for my personal narrative that is in the following chapter (for a summary of the data sources see appendix E).

Throughout the courses I took notes on the structure of the course, the activities involved, observations of the teaching styles of the tutor trainer, any noticeable behaviour or actions from the other delegates and any thoughts and feelings that I had about anything specific (for an example see appendix F). The notes acted as a prompt for when I wrote up a more cohesive reflective account of each course during the week following the course itself. I based my narrative that forms the results and analysis sections in the following chapter on these reflective accounts. This provides the personal (or 'auto') aspect of the data analysis.

#### **4.2 The data analysis process**

Qualitative data analysis is not a straightforward procedure, as the process can be subjective and messy when turning abstract data into a coherent account that can form the basis of social theory or policy change (Mauthner & Doucet, 2003). The researcher's personal investment can be marginalised. I found that with the constant critical questioning of every sentence and word it turned into an interrogation of the data, trying to squeeze out every last bit of truth that it held, a personal involvement that no text or paper I read accurately described.

My approach to analysing my data involved both inductive and deductive processes. Researchers have argued the case that all research involves both inductive and deductive process at various stages in the research process, meaning that it is invalid to claim that only one was used (Biddle *et al*, 2001; Cote *et al*, 1993). The deductive nature of my study came from the discourse analysis of



the candidate documents. These were analysed for any key messages or indications as to what values they were attempting to teach through repetition and emphasis placed on certain terms. This resulted in the key messages of *personal and professional development, teaching leadership, agency, and promotion of Sports Leaders UK from a business perspective* being found (see appendix G). This provided me with some guidance in what questions to ask in my interviews and some themes to look for in my data, hence providing a deductive element to it. The research questions themselves also provide a deductive element to most studies, as it identifies certain areas that the researcher is attempting to identify within the data. However there was more of an emphasis placed on the inductive nature of analysis, as this allows the researcher to assume no *a priori* knowledge of the research area or codes that could be used. Codes are developed through repetition or notable instances that are found throughout the transcripts, which in this case were my reflexive accounts of the courses and the transcripts of the interviews with the participants and tutor trainers (Strauss & Corbin, 1997). Following an iterative process, these codes were then used to explore the data further and develop secondary codes, and so on until I believed saturation had occurred and overarching themes had been developed, which were *social interaction* and *self presentation* (see appendices H and I).

Both the codes and themes were used as the crucial components for my narrative story, with the main plot deriving from these features and additional commentary being provided by the lower order codes. The story writing process is a unique one that no two writers are able to experience the same. The balance between narration, analysis and past research was a challenge that I enjoyed partaking in, despite being one of the most difficult of my (admittedly short) research career. The work of Sparkes (1996) was of great benefit, not only as a reference point but also as inspiration to the high standard that can be achieved. Sparkes' follow up paper (2000) also outlines the difficulties he had not only writing it, but of getting it accepted by his peers, which reminded me of my motivation and purpose for following such a process during times of difficulty and uncertainty.

#### **4.3 Ethics of analysis**

An unavoidable ethical issue that had the potential to influence my data analysis and subsequent findings was the fact that Sports Leaders UK is co-funding not only this study, but also my future postgraduate work. Therefore I am keen to

emphasise that this research was not motivated by any ulterior motive other than to provide a truthful account of the research setting that I investigated. However at times it did feel as though a few people from Sports Leaders UK, some who participated in the research and some who did not, viewed my research as an opportunity to advertise their own personal agenda and urged me into 'finding' certain data or themes. Whether they did this consciously or not is only something that I can speculate on, although it should be noted that it is inevitable for the research setting to attempt to encourage me to 'see' certain aspects of it, just as I was influenced by my research questions as to what I 'saw' in the research setting (Crang, 2003). The important thing for me though was to view the tutor training courses and interviews only through my particular research lens and attempt to remain as neutral as possible, which I believe I did (Roberts & Sanders, 2005). Hence what I present in this study is my voice and interpretation of the events that I witnessed, with any issues or incidents being raised purely because I interpreted them as being noteworthy points of discussion (Mauthner & Doucet, 2003).

## **Chapter 5: Interpreting the Data**

### **5.1 Preface**

Before continuing it is perhaps wise to remind the reader that the following story is fictitious. It is not a detailed, accurate documentation of what happened during the courses that I attended, but instead is a descriptive representation of what I personally experienced throughout each day. By turning the research into a piece of drama, the researcher encourages the reader to become involved in the written text, rather than simply read it (Richardson, 2000b). As Frank (1995) tells us, "To think with a story is to experience it affecting one's own life and to find in that effect a certain truth of one's life" (p. 23). The main plot of each story is derived from the main themes that emerged from my data analysis: *social interaction* and *self presentation*. The different characters and supplementary narration is provided by the voices of those that I interviewed and the messages that I discovered/heard in documentation that was subjected to discourse analysis: *personal and professional development, teaching leadership, agency and promotion of Sports Leaders UK from a business perspective*. Therefore although the stories themselves may be fictitious, they are wholly based on the evidence and data that I gathered for this study. The concepts included within the text are afforded further analysis in chapter 6. It should also be noted that all names included are pseudonyms given to protect the identity of those involved, and that the quotes included are not direct quotes from the participants themselves but are again a representation of the data.

### **5.2 A tale of two courses: my tutor training experience**

Like all good stories, this tale begins on a sunny spring morning. That's the problem with the great British weather, it's always sunny when you don't want it to be. On a day when my body doesn't need any extra motivation to perspire excessively due to it being my first data collection date, the sun mockingly shines down on me in a bid to expose my nerves to everyone unfortunate enough to come near me. Still, at least the tutor training is indoors. Let's hope they have air conditioning.

I stride into the community centre that is hosting this community tutor training day, thinking Goffman's (1959) dramaturgical metaphor has never been so apt. On stage I'm hoping to emit a presence of comfort, a demeanour that is confident yet

relaxed, like I'm just doing my regular job. However, backstage I am filled with apprehension, self doubt and insecurities. The regulatory checks like those that pilots, sailors and drivers go through before embarking on a journey run through my head in a bid to reassure myself. Have I done enough research before coming here? Well, I'm sure all researchers wish they could do more research before doing data collection, but I reckon I've got a good sense of what to look for and what notes to take. What am I going to say to anyone who asks who I am? The truth, that I am a researcher looking at the tutor training process of Sports Leaders UK, that I am not researching the group but more the experience of the day from my viewpoint. Does it matter that people saw me walk in with the tutor trainer? It shouldn't do as I'm being honest and open about my stance as a researcher, although I did want to avoid it so as to steer clear of an "us and them" situation, but I can't see it being an issue. Do I know what I am doing? Well...yes, sort of. I hope.

The clock strikes 9 and the session begins. I walk into the room and the chairs are set out in a horseshoe shape around the projector screen and the tutor trainer's performance area. Being one of the first into the room I have the choice of which seat to sit on. I pick one towards the middle in what is almost a physical attempt to submerge myself within the group. Most people seem to know one another from their jobs as youth workers and are exchanging their most recent war stories, causing me to feel on the periphery of the group. The seat to my right is taken by someone engaged in a three way conversation regarding the ways in which they engage with children suffering from attention deficit and hyperactivity disorder. I figure that it's perhaps best not to try and interject with any ill-informed comments and alienate anyone just yet. At least the air conditioning is on. The seat to my left remains vacant when the tutor trainer starts his introductions.

"Hello and welcome everyone, thank you for coming today. My name is Lewis and I'm a tut..."

The door swings open, with latecomers making mumbled apologies as they settle down in locations away from me.

"That's ok, as I was just saying, my name is Lewis and I'm a tutor trainer for Sports Lea..."

Again a vicious smack of the door is followed by more stragglers languorously placing themselves in a viewing position of the screen.

"For those who have just come in, my name is Lewis and I'm a tutor trainer for Sports Leaders UK. I'm here today to tell you about the awards and qualifications that we offer, and more specifically about the Level 1 and 2 awards that you will be trained in to tutor candidates..."

Once more a gaggle of those unable to arrive until 9.20, no doubt for various reasons, interrupt the tutor trainer and search for spare seats. One of them, a stocky unshaven young looking man in a grey tracksuit, decides to fill the seat to my left that had previously remained untouched. "Alright, I'm Dean" he whispers, as he slides down in his seat, continuing until the back of his head is resting on its plastic peak. "Dave" I reply imaginatively, as the tutor trainer attempts to complete his introduction finally.

Amongst the backdrop of Lewis' introduction, a hushed conversation between me and Dean is struck up. "Do you know what this day is about mate?" I'm asked. Caught somewhat off-guard, I reply "Erm, it's about becoming a Sports Leader tutor trainer, didn't you know that?" "Oh yeah, I had a bit of an idea, but to be honest I was just told to come here by work and stuff, so I wasn't too sure. I can't be arsed really, I'm shattered mate. I can't see this being much use so I might just switch off now, know what I mean?" I'm unsettled by his willingness to judge the usefulness of the course before he even knows what it's about. It's almost as if he perceives the course to be a threat to his identity or 'face', and so is protecting it by rejecting the new information and acting out that he does not care what is being taught, no matter how useful it may actually be. This thought is emphasised throughout the day with his actions, such as only half-heartedly joining in the activities, moving indolently around the room, and making snide comments at every opportunity regarding his future involvement with Sports Leaders UK. Dean appears to be expressing and reaffirming the identity that he already has, viewing the information supplied by Sports Leaders as either unnecessary or threatening to his sense of self. He is not the only person in the group doing this, with a large portion of the group acting this way to varying degrees. It puts a new perspective on the notion of studentship (Graber, 1991), as no longer is the individual

purposefully acting in favour of the awarding body to gain a qualification or award, but they are purposefully acting *against* the powers that be, as they view the qualification as threatening to their identity, yet still get awarded the qualification at the end of the day! This is possibly one of the problems of the way the community tutor training dates are run by Sports Leaders UK, in that organisations feel as though they have to fill up places in order to get their moneys worth, resulting in several unwilling learners attending and actively expressing their disinterest in the content being taught. More worryingly, I get the feeling that this is rubbing off onto others in the group who were 'on the fence' about the course and is dissuading them from engaging, mainly because it is starting to have the same affect on myself.

As soon as the announcement of a lunch break is made the room disperses, as if it were about to be engulfed in flames. Clearly the lure of eating in the sun away from the place of learning is too great, leaving just myself, Lewis and Jemima (the quality assurance officer) in the room to eat our lunches together. After a while a few of the group saunter back in for the start of the next session and I attempt to engage them in conversation, with a view to asking if they'd like to participate in my study. However, it's plain to see that they are not interested in talking about the course even in an informal setting like this, never mind in an interview. The lack of interest in conversation (and my research) is indicative of the attitude towards the course; they simply don't want to be involved.

Once the session commences again the group finally show a glimmer of excitement, as Lewis announces we're going to play some games. The fact that these games are to demonstrate how leadership can be taught practically by their Sports Leaders, and not themselves as a tutor, seems to have evaded the majority of the group. The sports hall is ambushed, with any loose balls being welcomed by a swing of the foot or launched towards a basketball hoop, in a scene that would not look out of place in a secondary school. Lewis adopts his best schoolteacher impression to grab their attention and explains what he is hoping to do. As I am listening, I can see how Lewis is at pains to explain that these games are about stimulating communication and organisation, teaching leadership skills such as these, and developing the personal and professional skills of those who are participating on the Sports Leaders awards. I hope for Lewis' sake that these messages may have been taken onboard by the group, and that they would

realise that this course was an opportunity for them to develop themselves by looking at games like these from the perspective of a tutor rather than a youth worker. Those that comprehend this are in the minority unfortunately. The most frequent comments that can be heard are things like "I play a game like this with my kids", or "I'm going to use this at my community centre", showing how they are viewing the games as youth workers rather than as Sports Leaders tutor trainers. Whilst it is a positive that they are able to relate the course to their current practice, they are doing it in isolation to the values that Sports Leaders are trying to relay, namely those associated with teaching leadership. Lewis is prompting and reminding them as much as possible what the day is about. He certainly cannot be blamed for causing people to lose interest. If anything he should be praised for managing to maintain interest from the small group who actually want to learn, despite the adversity and opposition he has faced all day.

The day crawls on throughout the afternoon, with each passing minute making it abundantly clear that a large portion of the group is merely waiting for the day to end. Before the course concludes the evaluation forms of the day are to be filled in, which Lewis talks through with the group by asking the questions out loud. Whether this is an act of necessity to ensure they get filled in at all or an act of stimulation to make sure accurate feedback is garnered is unclear, however it does provoke a series of interesting comments that would prove useful to Sports Leaders UK.

To the delight of many the course finally reaches its end, causing a flurry of bags to be thrown over shoulders and hasty farewells to be made. Soon enough it is just me and Lewis left in the room, with the packing away of equipment to be done. Going across to pick up some cones, I hesitantly ask him "so, how do you think that went?" The reply is filled with a sense of dejection when it is uttered. "That was one of the most difficult sessions I've ever run". Knowing that it will be a catalyst for catharsis, relief, and most importantly, data, I ask Lewis "why?" "Because it was clear from the start that about half of the people had been sent by their employer and didn't actually want to be on the course. Some of them were so disruptive, and their attitude began to influence those who did want to learn and distracted them from listening to the material. It was so hard to keep those who were interested engaged in that kind of environment." This echoed the fears that I had earlier on in the day whilst being sat next to Dean, that by having people who

openly and expressively did not want to be there, on a course that requires interaction and social collaboration, it would disrupt the learning environment for the whole group and deter a larger portion of the group from engaging. A negative learning environment on a lifelong learning course such as this could potentially dissuade someone from furthering their education in the field. In other words, I feel as though fewer people will be pursuing the Sports Leaders awards than they might have done due to their experience throughout the day, which was caused by people attending when they did not want to be there.

“So how do you think this could be avoided?” I ask Lewis, prodding him with a verbal stick so as to encourage him to speculate, as we settle in for the long drive back towards Sports Leaders headquarters. His reply is one that seems to have been thought out a while ago, as if anticipating or even hoping for this opportunity. “The problem is that they turn up to the day not knowing what it’s about. They’ve got no idea what Sports Leaders is, some think that they will be trained as Sports Leaders on this course rather than be trained as a tutor for it. They need to be made aware of what it is they will be teaching and familiarise themselves with the concepts and skills that they will need to be able to teach leadership. More importantly, they’ve actually got to want to do it, there’s still too many people being sent to it who don’t want to go. It’s funny as Sports Leaders tries to promote opportunity and choice throughout its courses, yet half of those on the tutor training course today didn’t have the opportunity or choice to attend when they were sent on it by work!”

It is the last point that resonates with me the most, causing me to contemplate it as the car rushes past the blur of concrete scenery of the motorway. The concept of choice is one that is promoted through the Sports Leaders awards, not just to the candidates but to the tutors themselves too. Although there are a number of hoops to be jumped through in terms of assessments and records to be kept, the tutor is often given a variety of methods as to how they do it. This choice is extended to whether the individual actually wants to become a tutor at all, as even though they have attended the tutor training course there is more that needs to be done before they can start tutoring on Sports Leaders awards. It makes me consider whether studentship is possible when there is such an emphasis on agency? Studentship is a process where participants react to the demands of their training by employing behaviours that enable them to progress with greater ease and less effort through



a training programme (Graber, 1991). Can this be applied to those who completed their training programme today? I would say not, as one cause of studentship is the power dynamics that exist between the teacher and learner. By promoting agency throughout their tutor training courses, Sports Leaders are minimising the power gap that traditionally exists between teacher and learner by empowering those on the course and allowing them to choose what direction they take this new information in. Although studentship may have diminished in the absence of grading or judgement as to whether the course is passed, it can be seen that agency and empowerment can be key factors in reducing the power gap between a teacher and learner in a lifelong learning environment, and as such reduces the effects of studentship. It is a satisfying conclusion to reach as I approach home, with the thoughts from a long and tiring day beginning to nestle a bit more coherently in the back of my mind.

A few weeks later and I am back on the road again, this time heading towards a national tutor training day. Even though the day is still covering the same content in the Sports Leaders Level 1 and 2 awards, I have been told to expect quite a few differences between this day and the community day I previously attended. As this day is geared more towards school teachers and charities as opposed to community groups, I'm anticipating the day to be a bit more regulated and prescribed than the last one. Still one thing is very similar to the previous course, the level of nerves and anxiety I'm experiencing whilst walking towards the venue is beginning to reach the top end of the scale. I guess no matter how many times you enter a research field the fear of the unknown still creeps up on you. At least the course is being held in a cricket ground, a setting that I am much more familiar with, rather than a community centre. That should calm the nerves a little. As I say that to myself I take a wrong turning and end up in a room full of important looking CEO's of various water companies. Nerves shooting up again, I back out of the room with apologies spilling out of my mouth, before heading to the reception and asking for directions. If I was hoping to project a sense of professionalism about myself, I definitely went about it the wrong way.

After recomposing myself a little I begin the ascent to the correct room. Thankfully I decided to arrive quite a bit earlier than the scheduled start time, otherwise that would be another worry to contend with. As it is, I only have to concentrate on worrying about collecting data and not making a tit out of myself again. Upon

arrival at the correct room I am greeted by three people kitted out in Sports Leaders UK attire, flanked by an assortment of Sports Leaders UK booklets, flags and other material. I am struck by how professional it all looks, and wonder whether this is really the same organisation that I researched the other week. Everything about this set up exudes professionalism – the venue, the presentation, the information, the time keeping. Sports Leaders UK is using this opportunity to present itself as a respectable, successful and proficient business. I begin to wonder why this sort of presentation was not apparent on the community day, and come up with a couple of reasons. The national tutor training day can be seen as their biggest market, as the majority of their courses are run through schools and colleges. Also, Sports Leaders UK are not responsible for the set up of the venues on the community tutor training days, due to the way they are organised it is up to the host to arrange this. Although this may seem odd, I figure that it is possibly for the best, as they want to promote themselves to a different audience each time. The best way to appeal to a different community each time, and hopefully generate business, is to allow that community venue to set it up the way they want it. In a way, it is about appealing to the community identity, and not threatening it by imposing their own business identity on to it. I decide to relent on the matter and chuckle to myself as I pour a coffee, humoured by the thought that I've just had my first ever foray into business marketing.

Coffee cup in hand, I scan the room and scope out the other course attendees, still chastened from my experience from the previous course. Very few of them appear to know each other, with tentative introductions and business cards being exchanged amongst the group. The air of professionalism looks to have swept over the people, as everyone seems to know what the day is about. They are all wearing suitable clothing, people are discussing their job roles and some are even talking about the pre-reading that is available for today's course. It is typified best when all the group is seated for the start of the course 10 minutes early, and the tutor trainer reminds them that they are not due to start just yet! This is a complete contrast to the community date where people were still walking in up to 20-30 minutes after the start time. As I mentioned before, it was almost as if they were resisting the course and outwardly rejecting it before it had even started, possibly because they did not know what it was about. However on this national tutor training course the group seem to be accepting of it already, again possibly because they understood what it is about before arriving for the day. This view is

further emphasised as the day went on. Despite the comparatively large amount of Powerpoint slides used in the presentation of the content, just about everyone is engaging, asking questions and seemingly listening to the material. When the presentation is broken up with little activities there is minimal grumbling or fuss made about it, with the group actively wanting to take part. One activity in particular feels patronising to me, which is to demonstrate how a Sports Leader could run an activity. If it felt patronising to me then I was sure a room full of experienced P.E. teachers and charity workers would be vehemently against it. However if they are they disguise it very well, as they willingly engage with the tutor trainer when he asks what basic 'activity running' skills he had used. I am astounded at the response. If the same thing was repeated on the community day the tutor trainer would no doubt have been met with a wall of silence that would have lasted for a while!

But then it clicked; that activity was not run on the community day for that exact reason, as the different days are tailored to their audience in terms of appealing to their identities. The national tutor training day is designed for the relatively narrow audience of predominantly P.E. teachers, meaning that the majority of the values that Sports Leaders UK are teaching are easily recognisable to them, such as teaching leadership, assessment, and personal and professional development. Therefore these are not threats, but are instead already accepted in their identity, leading to a more positive response and engagement. The community training days are delivered to a much more diverse audience however, meaning that it is much more difficult to appeal to everyone's identity. As such this can result in people perceiving the course as a threat to their identity, as they are unfamiliar with those values that are being taught, although the course I experienced was one on the worse end of the scale. As we head off for lunch I begin to understand more clearly why they are two separate courses for teaching the same content; it's a case of having to react to your audience if you want your audience to react.

The afternoon break is designated as a 'networking session' (thus continuing the professional theme), and is a prime opportunity for me to speak to some of the group about my research and see if they are interested in participating. The rapport amongst the group feels positive, a lot more so than on the community day, so I am confident that some people at least will be willing to help me. I am also interested in garnering some opinions about the day to see if my observations

so far have been accurate. As initiating conversations with strangers is not exactly my forte, I timidly approach two men who have just begun their introductions with one another and hope to be invited into the discussion. Fortunately they both recognise this, and encourage me to partake with the knowledge that I am a research student, which I hope doesn't censor what they say. A few minutes into the chat and my fears are dispelled when I ask the simple question of "so how do you think today's going?" Even though both Raymond and Tristan agree that the course is going well and that Shaun, the tutor trainer, is doing a good job to keep interest in the course high, they disagree on the usefulness of the activities. Whilst they both agree that they are slightly basic, Raymond finds that to be a positive as "it shows you how to organise it all properly and see the bigger picture as to how it would fit in with the work you're already doing. Things like how to fit the learning hours in and how they can be broken down is really useful. I think everyone's done similar courses to this before, but Shaun made it better with his clear instructions and showing how you can make the games relevant." Tristan counters this with his own argument, "I don't think that they are as relevant as they could be as they were too basic and generic. I mean I and a lot of others in this group do this sort of stuff day in day out, so it didn't really add anything for me. I guess I was hoping for something a bit more innovative, like a more dynamic way of getting the message of teaching leadership across, but it just seemed a bit standard to me really." I offer my own opinion, which is my typical liberal stance of somewhere in the middle of the two. I thought that some of the activities were extremely useful and a great demonstration of how to use sport and physical activities to promote a certain message, such as one communication activity of people in pairs sitting back to back, with one person describing an image that the other person has to draw without being able to ask any questions. However some of the activities felt a little basic and perhaps even clichéd even for me, who has very limited experience in the sports development world. Whilst I recognise that the activities on the tutor training days are used only as examples as to what the tutors could use whilst working, there is a feeling from both myself and some of the group that they may need to be updated, to ensure that they stay relevant and that people on the course can keep making points of connections with the messages relayed. This will help to ensure that those who attend the course do not become complacent or disillusioned with the over familiarity of the context that the activities are being presented in.

The debate with Raymond and Tristan is cut short by the commencement of the final act, which seems to capture my attention more than the previous session did. Perhaps the discussion in the break recalibrated my concentration somewhat. Before I know it the tutor trainer is giving thanks to those who attended and handing out the evaluation forms, and the day is at an end. I trundle towards the train station, reflecting on my experiences during the courses that I attended and preparing myself for a long train ride back home. Overall I found them to be of great interest, particularly with the difference between the community and national settings. Although the teaching material was the same the tutor trainers taught it in very contrasting ways. Whilst the community day was more flexible, fun and creative, the national day was more professional, structured and educational. This is not to say that I preferred one over the other, just that they were different. As I have already discussed it is about tailoring the courses for their likely audiences, which I think were delivered to the highest standard possible. If any improvements can be made then it is not in the way the courses are delivered or the way the tutor trainers teach the material, it is in the learning environment that they create by only having people there who want to be there. I smile to myself whilst reclining as best I can in my train seat, realising that it is easy to say such a thing without providing ideas of how to do this. However this is possibly a case for those with a greater knowledge of the red-tape involved in matters like these. Eventually I begin to let my mind drift away to the sounds of my mp3 player, content with my foray into the world of Sports Leaders UK tutor training.

## **Chapter 6: Findings**

### **6.1 What it all means: summary of the key findings**

This study aimed to investigate the tutor training experience of Sports Leaders UK and determine whether the teaching methods being used could be considered effective, in terms of relaying their values in a manner that is appealing to the participants' identity. It also aimed to contribute to the burgeoning lifelong learning literature that is outside the scope of teacher training or coach education. Whilst I have included a broad discussion of the findings throughout the narrative reflection in the results section, it is important to outline the key findings and preliminary conclusions that can be taken from this research study. In order to do this I will discuss my interpretation of the results in relation to the research questions that I posed in section 2.4, although the nature of the questions makes it difficult to answer them definitively.

#### ***6.1.1 How far does the tutor training process create opportunities for participants to adopt new identities?***

After experiencing the tutor training environments at first hand it appears that Sports Leaders UK designs the courses in such a way that encourages attendees to adopt, either fully or partially, the identity and values of a Sports Leaders tutor. This is predominantly done through the promotion and emphasis of agency throughout the course. Although there are a number of criteria that must be met to become a tutor, this is not done in such a manner that forces or imposes a certain identity on the learner by specifying how these must be met in a strict and rigorous manner. Instead the learners are given a multitude of choices as to how to approach these criteria, and are encouraged to use their own unique approaches to fulfil these standards. In a phenomenological sense, the participants are being encouraged to find their sense of self within the confines of the learning experience (Fink, 1995). Effectively the courses are empowering the individual and providing them with the responsibility of adapting their current identity to work within the boundaries of the role of a Sports Leaders tutor. Research from the teacher training environment has shown that agency and accountability such as this, both in the training process and work environment, encourages the individual to form a stronger identity in relation to their work and increases self efficacy (Apple, 2000; Guerrero & Sloan, 2001; Sloan, 2006).

However it was also seen that some people on the community tutor training day resisted the creation of a new identity or adaptation of their current identity almost immediately. It was suggested in the results that this was due to those individuals feeling that their identities were being confronted and threatened due to being sent on the course by their employer, causing them to outwardly reject the ideas being taught to them in an effort to save face (Goffman, 1959). In the individual case of Dean, it could be seen that he felt like his backstage self was being threatened, causing his onstage persona to convey expressive messages and project a definition of the situation that he was in (Goffman, 1953; Smith, 2006). With several people demonstrating this it disrupted the learning environment of those who wanted to and were willing to learn. In the educational research field researchers as far back as Dewey (1916) and Lindemann (1926) highlighted the influence the social environment can have on the individual learner, more specifically in adult education in the case of the latter. In the more modern research world of lifelong learning there is a vast array of research documenting the impact of other learners on influencing the individual's learning (Merriam & Caffarella, 1999; Mundel & Schugurensky, 2008), and shaping parts of their identity (Colin, 2009; Field, 2006; Gallacher *et al*, 2002). This emphasises the need to create a positive learning environment in order to create opportunities for learners to adopt new identities.

Whilst I commented that it was important to make sure only people who wanted to be on the course attended so as to ensure minimal disruption, one of the tutor trainers suggested that another way to compensate for this would be to either make the community course 2 days instead of the current 1 day, or to ask those unfamiliar with concepts such as assessment to attend a Sports Leadership course themselves. This could be seen as an 'easing in' approach to appeal to their identities, rather than immediately confronting them with the unfamiliar role of being a tutor.

### ***6.1.2 To what extent does the tutor training process achieve the aims of Sports Leaders UK?***

In order to attempt to answer this question it would be pertinent to say what the aims of Sports Leaders UK are in relation to tutor training. An explicit aim is stated in the outline of the Level 1 award in sports leadership:

"This qualification is a practical course that aims to give candidates an appreciation of what is required to lead a sports session successfully. 'Leadership' is the primary focus and the assessment of candidates should be made upon their leadership skills and NOT their sports ability." (original emphasis)

One answer to this question may come in the form of the discourse analysis performed on the documents, which was aimed at uncovering both explicit and implicit aims of Sports Leaders UK. These were found to be teaching leadership, personal and professional development, agency and promotion of Sports Leaders UK as a business. During my experience of the courses I found these to be recurring themes and to some extent was involved in every aspect of the course delivery. Therefore from a personal point of view, based on the two courses that I attended, I would suggest that the tutor training process achieves the aims of Sports Leaders UK to a large extent. This view was also expressed by the participants who also attended the course during their interviews.

On a more subversive note, the question may also be answered in the form of studentship not being apparent on either course. As noted earlier studentship is a series of behaviours adopted by learners in an attempt to achieve qualification with minimum effort and maximum ease (Graber, 1991). However Chesterfield *et al* (2010) suggested that studentship may occur due to the disparity of power that exists between teacher and student. Therefore by empowering the learner and affording greater agency the power discrepancy between the teacher and learner is reduced. This results in the learner investing more of themselves in the teaching process and engaging with the information that is taught to them, rather than simply ignoring it and maintaining their current practices (Johnson-Bailey & Cervero, 1998).

### ***6.1.3 What identities are made possible by the tutor training process through points of connection with Sports Leaders' core values?***

As alluded to during the interpretation of the results in chapter 5, the Sports Leaders tutor training process bases its teaching approach on empowering the learner and appealing to the learner's current identity. This is to encourage the course attendees to make points of connection themselves



between the Sports Leaders material that is taught to them and their current practices and identities. The fact that there are two separate courses that are designed and targeted at different audiences shows that Sports Leaders UK understands the need to present their core values in a diverse way in order to gain a wider appeal. On the courses themselves the activities are used to promote the core values of Sports Leaders UK (i.e. teaching leadership skills, professional and personal development) in different ways, in order to allow the learners to identify with them and see how they can be incorporated into their current practices. This can be seen then more as extending and enhancing their current identity with Sports Leaders UK's values, as opposed to presenting the candidates with new identities. Understood from a dialectical perspective, the individuals need to negotiate the practices and orientations that are offered to them, meaning that avoiding dialectic tension is more likely to make the learner receptive of what is being taught (Schempp & Graber, 1992; Sugrue, 1997).

On a cautionary note however, the national tutor training day highlighted the need to avoid repetitive activities and delivery methods, as some people, including myself, found aspects of the day patronising and basic. It is important to keep education and training such as this fresh and original, or else the teachers and learners may find themselves alienated with the continuous repetition of similar material and are unable to make any points of connection with the key messages they are supposed to be teaching or learning (Capel & Blair, 2007; Kirk & MacDonald, 1998).

## **6.2 The good, the bad, and the ugly: limitations of my research and methodological reflections**

The number of participants involved is the most obvious weakness of my study. Although they were not crucial to the generation of data, due to the autoethnographic approach adopted, the experiences of others who attended the courses was sought in order to provide an additional context to my reflections. That I was only able to gain opinions from two people who both attended the national tutor training day and no-one from the community day does not undermine the study, but can still be seen as detrimental to its credibility by limiting the voice of the cultural surroundings I submerged myself in to (Atkinson, 1997). However I made a conscious effort throughout

my data collection and write up to not only portray my own experience but also include the wider social context, adhering to my own high standards of verisimilitude, coherence and interest, which is the only real rigour that an autoethnographer can adhere to (Bochner, 2001; Richardson, 2000a; Sparkes, 2000). Although ideally I would have interviewed a lot more people who attended the courses (especially from the community day), I believe I have provided an accurate depiction of the tutor training experience without excluding the voices of those involved in creating it.

Another criticism that I feel may apply to my research is that I did not attend enough tutor training courses to be able to fully experience the tutor training process. As the aim of the study was to experience how Sports Leaders UK went about delivering their tutor training courses, it may have been prudent to immerse myself more into the world of Sports Leaders UK to discover more about their aims, values and objectives in regards to tutor training. However I do feel I gained a good account of these with the approach I took, as the discourse analysis of the Sports Leaders documents provided a very useful insight into how they present themselves to a wider audience, whilst the interviews with the tutor trainers added to that by providing an insiders perspective of what they aim to teach and how. Alternatively, attending just one of each type of course could be seen as making my study more valid. It would make it more akin to the experience of those who the courses are aimed at, as Sports Leaders tutors only have to attend one course before going through quality assurance procedures to gain qualification. Despite this, attending more courses would have given me the opportunity to experience the tutor training experience in more depth, which would perhaps provide more substantiation to my conclusions.

The autoethnographic approach adopted for my study has been criticised due to its postmodern origins and perceived lack of rigour. Whilst this debate has been covered in chapter 3, autoethnography provides unique insights into personal and collective experiences, which are difficult, if not impossible, to attain through other research methods. My interpretation of the autoethnographic method of inquiry is one that balances traditional academic values with personal input in a manner that is similar to Duncan (2004) and Sparkes (1996). This was achieved by supplementing my reflective account

and personal experience of the research setting with the experiences of others on the course, as well as providing a contextual setting outlined by the discourse analysis and interviews with the tutor trainers.

### **6.3 The end: conclusion**

Primarily the purpose of the study was to assess the teaching methods of Sports Leaders UK throughout its tutor training process, in an attempt to ascertain whether the values of Sports Leaders UK were being understood and adopted by those on the course. From the two courses that I attended the values of Sports Leaders UK were received by attendees, as there was active engagement and participation with the course content from individuals, and no evidence of studentship behaviours such as short cutting, cheating, colluding and psyching-out. A lack of studentship behaviours indicates that the participants actively engaged with the tutor trainers on their respective course, and understood the practices, ideals and values that constitute being a Sports Leaders UK tutor. The reason for this can be credited to both the agency afforded to the candidates and the way the tutor trainers adapted the courses to appeal to their audience and their identities. Whilst there were isolated instances of image management by individuals, it was not employed advantageously but instead to distance themselves from the learning process. If the message of Sports Leaders could not be heard it was due to those who actively refused to negotiate their current identities and disrupted the learning environment for others. It is worth noting that these observations are only based on two courses and may not apply to all instances of the Sports Leaders UK tutor training process. However the autoethnographic approach used does provide an alternative perspective on how learning takes place, affording the reader a first hand account of their own experience of the course setting. Any suggested changes to the courses would be aimed at the registration process to ensure that candidates are aware of the skills required to become a tutor trainer and possible induction procedures if they do not possess them. Further research that follows the candidates' journey through the entire tutor training process and delivering courses as a tutor would be advised in order to ensure that the values of Sports Leaders UK are retained, and to see how they are interpreted by different individuals through their 'dialectic of socialisation' (Schempp & Graber, 1992).

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## **Appendix A: Participant Information Sheet**

The aim of this study is to evaluate the tutor training process of Sports Leaders UK by observing the sessions and attempting to determine the impact the sessions have on the individuals whom attend. This will be done through both the researcher's own experience of the course and by gathering the thoughts of others who attended the course through an interview. If you wish to take part in this then the interview will be arranged at your convenience and should last between 30-45 minutes. It is hoped that information from the study will be used to shape future tutor training and refresher courses supplied by Sports Leaders UK by determining what works well and the areas that require improvement.

If you are willing to participate in the study then confidentiality and anonymity will be assured. Everyone involved in the study will be assigned pseudonyms by the researcher and no personal repercussions will come about due to being involved with the study. If you agree to participate then you will always retain the right to withdraw at any stage for any reason without any adverse consequences. If you wish for your data to be destroyed then this can be done up until 31/08/2011. Participants will be sent the transcription of the interview and a copy of the draft results in order to ensure that they have not been misrepresented and allow them to suggest any changes that should be made. A copy of the final study will be available via email upon request to the researcher after 14/09/2011. The study will comply with the data protection act (1998) and freedom of information act (2000).

If you require any further information about the study or wish to participate then please contact the researcher, David Scott, either by email at [D.S.Scott@open.ac.uk](mailto:D.S.Scott@open.ac.uk) or by phone at 01908 654 396. Alternatively the researcher's primary supervisor, Ben Oakley, can be contacted by email at [B.Oakley@open.ac.uk](mailto:B.Oakley@open.ac.uk) or by phone at 01908 658 431.



## **Appendix B: Informed Consent Form**

The Faculty of Education and Language Studies, The Open University

### **Sports Leaders, Values and Identity: The Tutor Training Process**

#### **Agreement to Participate**

I, ..... (print name)  
agree to take part in this research project.

I have had the purposes of the research project explained to me. I have been informed that I may refuse to participate at any point by simply saying so. I have been assured that my confidentiality will be protected as specified in the letter/leaflet. I agree that the information that I provide can be used for educational or research purposes, including publication.

I understand that if I have any concerns or difficulties I can contact the researcher David Scott at: 01908 654396

If I want to talk to someone else about this project, I can contact the Associate Dean (Research) at: 01908 652896

I assign the copyright for my contribution to the Faculty for use in education, research and publication.

Signed:.....

## Appendix C: Ethical Approval Email

From Dr Duncan Banks  
Chair, The Open University Human Research Ethics Committee  
Email d.banks@open.ac.uk  
Extension 59198

To David Scott, FELS/CREET.  
Subject *'Sports Leaders, Values and Identity: The Tutor Training Process.'*  
Ref HREC/2011/#935/1  
Red form n/a  
Submitted 8 April 2011  
Date 4 May 2011

## Memorandum

This memorandum is to confirm that the research protocol for the above-named research project, as submitted for ethics review, **is approved** by the Open University Human Research Ethics Committee.

At the conclusion of your project, by the date that you stated in your application, the Committee would like to receive a summary report on the progress of this project, any ethical issues that have arisen and how they have been dealt with.

Regards,

Duncan Banks  
Chair OU HREC

## **Appendix D: Initial Contact Email**

Hi XXXX,

First of all I'd just like to thank you for providing me with your email address yesterday on the course, I hoped you enjoyed the day and had a safe journey back. I'd just like to give you a bit more information about the research that I am doing and what I will ask of you if you agree to help out with it.

I have attached a participant information sheet which outlines what it is that I'm doing, as well as the ethical procedures involved with the research. To sum it up, I would basically like to know what you actually thought of the course and will be asking you open-ended questions surrounding that really. Your name won't be used in the writing up process at all, so anything you say cannot implicate you in the future.

In order to do the interview itself, this can be done either by phone, skype, or email, which ever that best suits you. Ideally I would like to do this some time next week, whilst the course is still fresh in your mind. If you can give me some sort of idea what time would be best for you then I will try and work around it.

Lastly, it is completely up to you if you want to take part in this or not, feel free to say no if you're too busy. You can also pull out of doing it at any time too, so don't feel pressured into doing it at all.

Thanks for your time, and I hope to hear from you soon.

Kind regards,

Dave Scott

## Appendix E: Table of Data Sources

| Method of Data Collection             | Data Sources                                                                                                                                                                                                                                                                                     |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Observations and personal reflections | Community tutor training course<br>National tutor training course                                                                                                                                                                                                                                |
| Interviews                            | Attendees of national tutor training course<br>Tutor trainer from community tutor training course<br>Tutor trainer from national tutor training course                                                                                                                                           |
| Discourse analysis                    | Application forms<br>Knowledge and experience required of potential delegates<br>Course outline for Level 1 Sports Leadership award<br>Course outline for Level 2 Sports Leadership award<br>"Teaching Leadership" booklet<br>"Ideas Surgery" booklet<br>Tutor training evaluation feedback form |

## **Appendix F: Example of Reflective Account**

### **Arrival**

The first impression that I gained from the national tutor training date compared to that of the community date was that this was a lot more professional. The venue itself was a corporate venue and had been laid out very professionally by sports leaders (even if their directions were wrong), with a full team of staff from sports leaders present to help out with running the courses. This professionalism seemed to carry over to the people themselves, who introduced themselves openly and seemed conscientious in their efforts to introduce themselves to the group. Their time keeping was also very professional, with everybody in their seats 5 minutes before the session actually started, with no stragglers or anyone running late, which of course contrasts massively with the CTTD (community tutor training date). Rather than feeling as though I was being eyed somewhat suspiciously by the other members of the group, I felt as though I was a peer as opposed to a pesterer, and was able to be open about my research a lot more comfortably than I was during the CTTD.

### **Structure of the course**

The structure of the course was very similar to the CTTD and can be broken down in the same way; ice breakers, theory, morning practical games, lunch, theory, afternoon practical games and evaluation. There were some notable differences however. For a start the ice breakers just consisted of one activity, which was described as a 'leader party' on the CTTD, but was not called anything on the NTTD. We were just asked to think of a leader and go around the room asking people who their leader was and why they chose them. This seemed to work well and people responded positively to it. It also seemed to last for an appropriate amount of time, lasting only around 5 minutes. I felt that this was a better way to go about it compared to the CTTD that used 3 ice breakers and did feel dragged out a bit, although perhaps this was the case as there was a larger group and so more ice breakers were deemed necessary. The NTTD maintained a light hearted feel to it without the pretence of it being a 'party', and almost had a networking feel to it.

This was another notable difference, in that the afternoon coffee break was designated as a 'networking session', which did not happen on the CTTD. Again this helped to provide a professional feel to the day and set it apart from the CTTD

in a positive way, encouraging the group to mingle together and communicate. I saw quite a few business cards being exchanged throughout the day, so it seemed to work quite well emphasising that the course was also an opportunity to meet people in various but similar capacities to themselves in their local area.

The group activities were interspersed amongst the theory to emphasise points, much like in CTTD. However these activities were quite short and sharp and to the point, making them feel as though the NTTD was scheduled a lot better and was less spontaneous than the CTTD. There are both pros and cons to this. More spontaneous use of group activities allows for a lot more adaptability, for instance on the CTTD the tutor trainer recognised that the group wasn't responding or as engaged as he would like, so he used more group activities to encourage them to participate. However the more structured approach favoured by the NTTD made the link between the theory and the group activity a lot more seamless, as it was easy to see what point they were trying to emphasise through the use of the activity, as well as again making it feel more professional (for example the activities came at almost exactly the half way point through the sitting down periods). However at times the activities on the NTTD did feel somewhat patronising, in particular the counting to 3 exercise and the pyramid system example. The counting to 3 activity involved working in pairs, and each person took a turn to say a number. The numbers were then substituted for sounds instead, with "1, 2, 3" becoming "click, clap, woof". The point of the exercise was just to demonstrate how a sports leader could run a group activity. Whilst I acknowledge the need to keep the activity basic, this would be patronising to a group of 11 year olds. There must be a different activity that is more 'fun' that could be used instead. However it should be noted that following the activity the tutor trainer asked for feedback regarding what he did well in running the activity (i.e. walking round the room, clear instructions, demonstration), and without any hesitation the group listed off 13 qualities that he demonstrated. Whilst this speaks volumes about the nature of the group (more on that later), it possibly suggests that the activity was in fact successful and served its purpose very well, despite my feelings (and the guy who was my partner) that it was a bit pointless.

In the pyramid system example, we were asked to place our names on a post-it note on the pyramid and then have a 1 minute rock-paper-scissors competition to demonstrate how the pyramid system works. The activity was an example of a game that could be taught by sports leaders to children. However rather than again acting out a game that is meant for children it could simply have

been described, either in the course itself or in the tutor resource pack (which I think it is anyway). This would allow more time to perhaps do a different activity that emphasises more important elements of the course.

## Appendix G: Example of Discourse Analysis

### Application form/booklet

| Extract                                                                                                                                                                                                                                                                                                                                                      | 1 <sup>st</sup> Code                                                                                | 2 <sup>nd</sup> Code                                                                                            | 3 <sup>rd</sup> Code                                                                                                           | Possible aims/values                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| This brochure will inform how Tutor Training supports the delivery of Sports Leaders UK qualifications, guiding new tutors through identifying their centre's training requirements and how to access the delivery of training.                                                                                                                              | "supports", not definitive, more to come<br><br>Self-directed                                       | Candidate required to do additional work                                                                        | Individual responsibility                                                                                                      | Agency                                                       |
| Sports Leaders UK believes that everyone has the potential to make a meaningful contribution to their local community – but not everyone has the opportunity. The leadership awards...help people develop essential life skills. The skills to be able to organise, motivate and communicate with others are essential in all aspects of working life today. | From the "about Sports Leaders UK" section, how the company chooses to present itself and its aims. | "Their" Local community<br><br>Opportunity<br><br>Essential life skills - Organisation Motivation Communication | Target audience for candidate<br><br>Creating opportunities<br><br>Chose skills themselves – restriction of individual choice? | Directed personal and professional development<br><br>Agency |
| Attending a Tutor Training is just one part of the overall quality assurance process that is carried out to enable centres to deliver Sports Leader UK qualifications.                                                                                                                                                                                       | Only one part of the process<br><br>Emphasis on "quality assurance"                                 | Individual has to do a lot to become a Tutor                                                                    | Individual responsibility                                                                                                      | Agency                                                       |



|                                                                                                                                                                                                                                                                                           |                                                                                                                               |                                          |                                                         |                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------|---------------------------|
|                                                                                                                                                                                                                                                                                           | e"                                                                                                                            |                                          |                                                         |                           |
| Sports Leaders UK are licensed by the Physical Education Professional Development Board (PDB) as quality providers of Continuous Professional Development (CPD). Sports Leaders UK training provision is in line with the DCSF Code of Practice of Professional Development for teachers. | Presenting its quality assurance credentials                                                                                  | Self presentation to potential customers | Professional company                                    | Maintain healthy business |
| A key aim of the training is to inspire and motivate tutors to embark upon the delivery of a Sports Leaders UK qualification.                                                                                                                                                             | Main aim of the company                                                                                                       | Business aspect of it?                   | Encourage people to keep working with Sports Leaders UK | Maintain healthy business |
| The full day will cover the general content of the qualifications, and engage delegates in both theory based and practical activity that will look at <b>teaching leadership</b> in greater detail. It will also cover aspects of quality assurance and assessment.                       | All content and activities directed towards teaching leadership (original emphasis)<br><br>Highlights quality assurance again | Fundamental skill that aiming to teach   | Teaching leadership of greatest importance              | Teaching leadership       |

## **Appendix H: Analytical Coding 1<sup>st</sup> Stage**

1. Emphasising skills already have
2. Providing framework to work with
3. Use to gain/maintain funding
4. Similar to coach education courses
5. Professional image of SLUK
6. Influence of course on carrying on SLUK work
7. Adaptation to audience – tutor
8. Presentation style of the tutor
9. Points of connection with material – asking questions
10. Points of connection with material – making information relevant
11. Developing knowledge already have
12. Use of activities – positive, relevant
13. Use of activities – negative, patronising, basic
14. Lack of innovation and creative teaching methods
15. Adapting course to skills already have
16. Correlation of key messages – using sport to teach leadership
17. Group engagement with the content
18. Learning environment
19. Use of sport appeals
20. Personal and professional development motivation
21. Confused as to whether now a tutor
22. Picking and choosing methods to use in future
23. Share practices
24. Relating information to own practice
25. Using SLUK's image to promote own company/charity's image
26. Developing children's skills
27. 'Vibe' from the group – positive and negative
28. Working background and approach to activities
29. Individual responsibility for learning on course
30. Cost
31. Experience/background of the tutor
32. Contrast between pre-reading (website) and course
33. Support after the course – information and staff
34. Mindset of the group

35. Activities based around communication, teamwork and organisation
36. Evaluation procedures – good and bad
37. Quality assurance – emphasis of it and contradiction on CTDD.
38. Demonstration of knowledge
39. Competence of group after course completion
40. Transferable skills from course
41. Empowering individuals and communities
42. Stimulating self-learning
43. Teaching principles of the course rather than everything
44. Personal values of tutors
45. Difference between CTDD and NTDD - in how they are arranged and taught (scripted vs. personalised)
46. Teaching to those that are interested
47. Familiarisation with SLUK to understand course
48. Barriers to learning

## **Appendix I: Analytical Coding 2<sup>nd</sup> Stage**

### **1. Motivation**

- Of the group:
  - Personal and professional development
  - Qualification
  - Funding
  - For being there and using the course afterwards
- Of the tutors

### **2. Atmosphere of the group**

- Positive/negative learning environment
- Networking
- Sharing practices
- Engaging with the content

### **3. Adaptation**

- Of knowledge
- Delivery by the tutors:
  - Understanding their audience (community vs. national)
  - Teaching/learning methods
  - Use of activities
  - Personal values vs. Sports Leaders UK values

### **4. Relevance of the course**

- Relating content to own work
- Making connections previous experiences and courses
- Challenge and innovation of activities
- Tutors explaining where the course fits in

### **5. Presentation of Sports Leaders UK**

- As a professional business
- Values and aims
- Teaching leadership through sport
- Activities demonstrating values and aims

- Evaluation of the course
- Quality assurance

#### **6. Benefits of the course**

- Transferable skills
- Develop skills already posses
- Empowering the learner (individual responsibility)
- Improving the community

#### **7. Barriers to learning**

- Understanding the content and language used
- Familiarisation with Sports Leaders UK
- Different working backgrounds
- Time
- Demonstration of knowledge